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ABSTRACT

Employees who abuse alcohol and drugs experience lost efficiency, absenteeism, poor decision making, and accidents. The economic losses to employers resulting from such abuse and the belief that employers should help employees with personal problems have stimulated corporations and unions to develop employee assistance programs (EAPs). These programs have created a need for professionals who understand alcoholism and substance abuse, and who are skilled in the dynamics of problem identification, problem solving, and therapeutic interventions. Although the involvement of social work in industry has been minimal, social work educators should prepare practitioners for leadership in EAPs. One way to do this is through cooperative programs between industry and academia. The "Cooperative Plan," modeled after the co-op program at the Georgia Institute of Technology, is one such program. This plan combines the traditional on-campus academic course work with on-the-job training through employment underwritten with a stipend-grant by industry. The 2-year graduate cooperative program in social work could hold many benefits both for business and industry and for the students enrolled in the program. (Cooperative Plan schedules, an Employer's Evaluation of Cooperative Student form, a co-op work record, and EAP coordinator comments are appended; references are included.) (NB)

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# AN EMPLOYEE ASSISTANCE CURRICULUM:

# THE ULTIMATE COLLABORATIVE FUNCTION

Howard V. Epstein
Georgia State University

William J. Perryman
Aluminum Company of America

Presented at

Annual Conference on
Occupational Social Work
National Association of Social Workers
Boston, MA
May 1985

**And By Invitation**

International Institute on the
Prevention and Treatment of Alcoholism
Budapest, Hungary
June 1986

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Howard V. Epstein

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Industrial occupational programs, designated as employee assistance programs, are designed to help workers who have problems with performance on the job. Those job related problems increasingly are related to alcoholism and drug abuse and are manifested through a range of dysfunctional behaviors. Employee assistance programs are becoming increasingly well established as the expression of concern from the world of work, and as a response to address both the causes and effects of impaired job performance. Employee assistance programs involve the orchestration of services to both the individual worker and the worker's family through general counseling and assistance with benefit entitlements for the impaired worker. The implementation of an EAP now demands the presence of a cadre of skilled professionals who understand alcoholism and substance abuse, and are skilled in the dynamics of problem identification, problem solving and therapeutic interventions. Social work has been aware of its potential role in industrial occupational programs. Now social work must educate professionals for leadership in this facet of industrial social work.

**The Problem - The Response**

Corporate goals are maximum profit and return on investment. Indications are, however, that more businesses are making social responsibility a major corporate goal. Business, industry, and governmental organizations are not immune to paying significant costs, both financial and human, for the numerous personal problems that employees bring to the job, and which frequently affect job performance. Alcohol is one of the biggest problem categories and is

an underlying factor contributing to many other personal problems of employees. The "Third Special Report To Congress on Alcohol and Health" (NIAAA, 1976) reported that in 1975, alcohol-related problems cost the U.S. society over $42 billion dollars through the lost production of goods and services.

Over 3,000 different professionals and para-professionals currently are employed in occupational alcoholism programs. The Association of Labor and Management Administrators and Consultants on Alcoholism (ALMACA) has created a network of 3500 members. The National Council on Alcoholism publishes a specialized periodical entitled Labor Management Journal on Alcoholism; and the National Institute on Alcohol Abuse and Alcoholism has a section dedicated to promoting company-sponsored alcoholism programs (Roman, 1978).

These activities herald a growing tendency among the nation's corporations to assume--or to have thrust upon them--responsibility for helping employees cope with some pervasive and delicate problems: mental distress, alcoholism and other drug dependencies, marital and financial difficulties--in short, the whole host of personal and family troubles endemic to the human condition.

Employees who misuse alcohol and drugs become liabilities to their employers through lost efficiency, lost time on the job, poor decision making and accidents. Absenteeism rates of 2-3 times the norm are not uncommon and it is estimated that 50% of the problems of productivity within the workplace are the result of alcohol and drug problems (NIAA, Spring, 1980).

Although the sources reporting these statistics are affiliated with substance abuse prevention programs and are, therefore, potentially biased, it is still clear that such problems cost American business a great deal. It is this economic loss, coupled with the growing belief that employers should provide help to employees with personal problems that has stimulated the concern of major corporations and labor unions to develop Employee Assistance Programs (EAP).

**Stages of Development**

In most countries, the early development of industrial social welfare has been partial, fragmented, and crisis-oriented. This early period has been characterized as a time of employer paternalism on a limited and individual basis. A subsequent stage witnessed active government intervention, supported by considerable legislation, usually designating guidelines for employer responsibility. A third period of development was one where greater governmental involvement required more activity by individual communities. This third period has often been accompanied or followed by a rejection of some responsibilities by an increasingly cost-conscious industry (Industrial Social Welfare, 1971). EAP's have developed in the last ten years to a point that they are acceptable vehicles to serve both economic and social welfare interests for management as well as workers. The workplace is now being seen as an important arena for helping workers solve their personal problems and develop healthy lifestyles.

**Involvement of Social Workers**

The presence of professional social workers in the workplace has been inconsequential. Social workers have, by and large, lacked the specific training and expertise necessary to understand occupationally-related problems, and what to do about them, even though many of the usual so-called "social" problems with which they dealt (e.g. disability, disease, and unemployment) stemmed from the workplace. Perlis (1978) emphasized that the involvement of social work in industry has been minimal, for three basic reasons: 1) business and industrial interests historically have been concerned more with issues pertaining to profit and production. Safety, health, and welfare workers were non-issues; 2) labor concerns have been limited to higher wages, shorter work week, and better working conditions especially during contract bargaining time; 3) social work, as a profession, has been reluctant to become involved with programs related to the industrial setting. Social workers were seen by the workplace as more involved with attempting to define themselves, developing a professional image, and debating internal issues of practice, private versus governmental initiative, and the like.

To dispel the myths as suggested by Perlis and others, it is proposed that social work educators should take the initiative to prepare practitioners for leadership in employee assistance programs through cooperative programs between industry and academia. The development of cooperative programs demand the discussion of five key questions: First, what is the nature of an EAP or, of what does it

consist? Second, are there some essential elements in an EAP? Third, is there a role for the social worker in Occupational Programs, and if so, what is that role? Fourth, is there a need for social workers to understand work institutions? And, fifth, what is an effective process for developing and implementing a program that would combine traditional, on-campus academic course work with on-the-job training through employment in industry.

**Developmental History of Occupational Programs**

The early prototypes of modern occupational alcoholism programs usually are attributed to the 1940's (Wallack, 1975; Archer, 1977). However, in the mid-1800's the Temperance Movement, Taylorism, and Workmen's Compensation identified the presence of alcoholism as a problem, and the steel industry and the railroads set definite precedents in attempting to prevent excessive drinking on the job (Trice & Schonbrunn, 1981).

Formal programs of the mid-1900's, Alcoholics Anonymous, the Smithers Foundation, the American Association of Industrial Physicians, the National Council on Alcoholism, and the Yale Center of Alcohol Studies primarily promoted the awareness of industrial alcoholism and attempted to stimulate the development of informal and unwritten management-based programs within individual companies (Trice & Schonbrunn, 1981). The idea was to concentrate on the supervisor's detection and/or diagnosis and then treatment of the alcoholic worker, all out of necessity for the cost benefit for industry (Wilkins, 1953; Washak, 1963; Trice & Schonbrunn, 1981).

The repressive methods and the unofficial hidden handling of individual cases practiced by these early programs may have attributed to the stigma of alcoholism in the workplace. As these programs further developed in the 50's and 60's, there was an attempt to reduce this stigma and apply program efforts without bias by developing written policy statements (Coppolino, 1965; Manes, 1966; Zaik, 1963), and comprehensive supervisory training to ensure proper utiiization (Clyne, 1965; Dana, 1968; George, 1969). Programs developed in two directions at this point: primarily, in-house treatment networks relying heavily upon company Medical Departments and recovered alcoholics, while other programs utilized community treatment resources (Trice & Schonbrunn, 1981).

In the decade of the 1970's Occupational Alcoholism Programs expanded into Employee Assistance Programs. Formal programs became formal departments. The genesis of EAP's had been complex and varied. They grew naturally out of a tradition of hand-holding in the Personnel Department, informal counseling (often by nurses) in the Medical Department and trouble-shooting by unions. Organized EAP's were thus not a departure, but a formalization of an old tradition and an introduction of specifically trained personnel (Walsh, 1982). A comprehensive focus on programs dealing with a broad range of personal problems replaced the singular alcoholism emphasis of the earlier programs. Joint management with union sponsorship was fairly established by now. Referrals to EAP based on past practice of supervisor's detection and diagnosis of troubled employees gave way to

referrals based on poor job performance alone (Heimoff, 1973; Frey & Conboy, 1973; Von Weigand, 1974; Etchen & Roman, 1977). The EAP was beginning to be seen as contributing to the quality of work life and as good employee relations. The job-based intervention procedure continued to be cost-beneficial to industry during the 1970's. The institutionalization of employee assistance programs was beginning to be realized. The Association of Labor-Management Administrators and Consultants on Alcoholism (ALMACA) was founded in 1970. Originally a special interest group under the general auspices of the National Council on Alcoholism (NCA), in 1973, it was established as a separate entity with initially 50 applicants for membership. ALMACA now has grown to 3500 members with 61 chapters nationally.

**Personpower Utilization**

There is a sparsity of contemporary research relating to the development and supply of practitioners to the field of EAP. Akabas, (1978), giving a rationale for industrial social welfare, observed that the special skills of social work have become highly relevant to corporations and unions as these for-profit organizations have expanded their function into this new arena. Knowledge of social service delivery and social policy issues, as well as the interpersonal, analytic, consultation, training, research, and planning skills have all become important resources to institutions having to cope with decision making, program implementation, and evaluation of social efforts. Although there is an underlying notion that the profession may be helpful, the industrial world is not quite sure how to utilize

social work. An opportunity and a responsibility exists, therefore, for schools to assume a major role in defining the potential social work contribution.

Traditionally, there has been isolation and mutual suspicion between those in the social welfare arena and representatives from the world of work. The culture of the workplace refers to "soft-hearted social workers" and the social workers have their prejudices about "hard-hearted businessmen who blame the victim." The trade union defines itself as a "concerned social organization," while the social worker often understands the union as "protectionist and discriminatory." These are hardly the myths out of which a corporation grows. Estrangement has not and will not be reversed automatically (Akabas, 1978).

Too often social workers do not posses adequate knowledge of the world of work. Generalist social work knowledge and skills do not suffice for effective functioning as a social worker in an industrial setting. It is necessary for social workers to understand work institutions--their needs, goals, and special features. There is a need to fathom and comprehend trade union and employee organizations just as well as family systems. Moving into the world of work is analagous to moving into a new community. The social worker must learn how this system operates; what are its rewards and sanctions; what are its opportunities and constraints, and the nature of its formal and informal organization, power structure, decision making and networks of communication. The world of work is not only a "host" system to

employee assistance programs but, unlike hospitals, schools, and justice systems--it does not have a social service tradition. (Akabas, 1978; Kurzman, 1981).

**A Cooperative Plan of Social Work Education**

There is a general agreement among those who work in Occupational Programs that the field is just beginning to recognize some of the potential for growth and development. From the perspective of the corporate world there are few programs of study that would adequately prepare an administrator of an employee assistance program. It is an essential thesis of this paper that programs of social work should prepare professionals for leadership positions within the industrial occupational complex. The proposal to develop a plan of graduate education to prepare social workers for industry is the creation of a manager of an employee assistance program who obtained an MSW with much difficulty. His experiences, his insights have resulted in a proposal which he suggests will enhance both social work education and help social work fulfill its potential mandate to industry. The program of social work must design a curriculum for those students who desire to apply their social work skills and knowledge to the workplace through major course work in occupational programming, just as an engineer would major in aeronautical, electrical, nuclear engineering.

**Proposal**

The program being proposed is a "Cooperative Plan" modeled after the co-op program of many engineering schools and, in this case, Georgia Institute of Technology specifically (GA. Tech. Co-op Plan,

1983). The model is for students matriculated in a graduate school of social work and would-be candidates for Master of Social Work degrees. Students must be accepted for admission into this co-op plan by the program of social work with concurrence by the industry that would provide the supervised practicum. The program of study would be developed with careful reference to the accrediting guidelines of the Council on Social Work Education.

The Cooperative Plan is an approach to higher education that combines the traditional on-campus, academic course work with on-the-job training through employment underwritten with a stipend-grant by industry.

This would be a two-year plan. Students would integrate work in the classroom with practical experience by alternating periods of regular on-campus attendance with periods of supervised paid employment in industry, business or government. The level of responsibility and expertise required for the job increases to match the student's progress through the academic curriculum, thus assuring a stimulating, challenging employment situation.

Cooperative Plan students enter in the Fall, work three academic periods in the Winter and Summer of each year and return to school for four periods in the Fall and Spring of each year. Graduation would be in the Spring of the second year. This schedule would allow for the required accumulated hours of classroom work and three periods of on-site work. (Appendix A).

**Value of the Plan**

The Plan should offer at least the following attributes to business and industry:

- As the student gains experience, he/she can be evaluated realistically by an EAP coordinator for present or future positions;
- EAP coordinator will be able to assess curriculum needs by observing the student's work and feedback to the school for improved curriculum and participate in course development to get practical courses;
- Student will be performing the work in a described job, freeing up EAP coordinator for more technical work.

The Plan would offer the following attributes to the co-op students:

- It would represent an opportunity to experience the real world of industry and business prior to graduation;
- It would provide experience in human relations;
- It would serve as an aid in making career choices;
- It would enable students to earn money to help defray the cost of a quality college education.
- It would provide opportunity to practice in organizational and clinical arenas.

- It would provide opportunity to practice within the context of an entrepreneurial system with a social work ethic.

- It would, for industry and student, focus on a range of ethical problems such as labor and management relationships, confidentiality and public responsibility that would open up areas of concern that must be confronted by a society and a profession entering the 21st century.

Faculty interest in Occupational Programming (Industrial Social Work) must be enlisted and classroom assignments refashioned and refocused. Faculty field instruction should be available as needed to supplement corporate task supervision. Course work should be developed to support field experiences. Course work which provides a knowledge base about the industrial parties, the workplace, the nature of the working class and conceptual framework for industrial social welfare practice reinforces the capacity of students to function successfully in these settings. (Akabas, 1978).

Each quarter, faculty advisors of the cooperative program would hold conferences and group meetings to assist students entering the program and preparing for their industrial work experience. The advisor guides the students in determining what factors should govern their practicum placement and how work experience can contribute to their ultimate career goals.

The orchestration of this MSW co-op model mandates the availability of a stipend-grant financed by an interested corporate financial foundation just as in the engineering school co-op model.

The provision of a foundation grant should provide an academic quarter-by-quarter stipend which can support the student without the establishment of a required budgeted salary line by the corporation providing the training site. The practicum-co-op training program must fit the mission of the school and meet the needs of the cooperating company. A core of courses and identified range of expectations must be defined as central to this plan. The concept of cooperative must extend to the usual facets of a graduate program of social work. During each academic quarter a conscious plan of student-faculty-supervisor meeting should be orchestrated. Each quarter the corporate supervisor will prepare and conduct an evaluation with the student. The guidelines utilized by the Georgia Institute of Technology (Appendix B) are presented as a concrete approach to this evaluation procedure. And at the conclusion of each work-practicum period the student records the impressions of the experiences as related to the achievement of the objectives of the assignments. (Appendix C).

**Postscript**

A group of EAP coordinators employed nationally by the Aluminum Company of America were asked for their comments on present and future EAP personnel needs. They were also asked to comment on the value and practicality of the proposed Co-op Plan. Their responses may provide the essential insight into this proposal for this Cooperative Plan of graduate social work education, and the suggestion of opportunities awaiting social workers in industry. (Appendix D).

# APPENDIXES

# APPENDIX A. COOPERATIVE PLAN SCHEDULES

COOPERATIVE PLAN SCHEDULES

Most students in the cooperative plan follow one of the four schedules shown below.

Typical Co-op Schedules

| | A<br>Section I | B<br>Section II |
|---|---|---|
| Summer | School 1 | |
| Fall | Work 1 | School 1 |
| Winter | School 2 | Work 1 |
| Spring | Work 2 | School 2 |
| | | |
| Summer | School 3 | Work 2 |
| Fall | Work 3 | School 3 |
| Winter | School 1 | Work 3 |
| Spring | Work 4 | School 1 |

## APPENDIX B. EMPLOYER'S EVALUATION OF COOPERATIVE STUDENT

COOPERATIVE DIVISION
GEORGIA INSTITUTE OF TECHNOLOGY
ATLANTA, GEORGIA 30332

## Employer's Evaluation of Cooperative Student

Name_____ Class_____ Course_____

Work Period_____ Assignment_____

Employer_____

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

| RELATIONS WITH OTHERS | ATTITUDE - APPLICATION TO WORK |
|---|---|
| ☐ Exceptionally well accepted | ☐ Outstanding in enthusiasm |
| ☐ Works well with others | ☐ Very interested and industrious |
| ☐ Gets along satisfactorily | ☐ Average in diligence and interest |
| ☐ Has some difficulty working with ohters | ☐ Somewhat indifferent |
| ☐ Works very poorly with others | ☐ Definitely not interested |
| **JUDGMENT** | **DEPENDABILITY** |
| ☐ Exceptionally mature | ☐ Completely dependable |
| ☐ Above average in making decisions | ☐ Above average in dependability |
| ☐ Usually makes the right decision | ☐ Usually dependable |
| ☐ Often uses poor judgment | ☐ Sometimes neglectful or careless |
| ☐ Consistently uses bad judgment | ☐ Unreliable |
| **ABILITY TO LEARN** | **QUALITY OF WORK** |
| ☐ Learns very quickly | ☐ Excellent |
| ☐ Learns readily | ☐ Very good |
| ☐ Average in learning | ☐ Average |
| ☐ Rather slow to learn | ☐ Below average |
| ☐ Very slow to learn | ☐ Very poor |

ATTENDANCE: ☐ Regular ☐ Irregular PUNCTUALITY ☐ Regular ☐ Irregular

| OVERALL PERFORMANCE | Outstanding | Very Good | + Average - | Marginal | Unsatisfactory |
|---|---|---|---|---|---|
| | | | | | |

What traits may help or hinder the student's advancement?

Additional Remarks (over if necessary)

This report has been discussed with student / / Yes / / No

(Signed _____ Date_____
(Immediate Supervisor)

This form is recommended by the Cooperative Education Division ASEE

Employer's Evaluation of Cooperative Student

## APPENDIX C. CO-OP WORK RECORD

CO-OP SHOP RECORD TO BE FILLED OUT AT BEGINNING OF EACH TERM

MAJOR _____

NAME _____ DATE _____
(Last) (First) (Middle)

HOME ADDRESS _____
(Number and Street) (City) (State)

LOCAL ADDRESS _____ P.O. Box _____ Phone _____

(If you do not yet know your local address or phone number, please give this information at the first opportunity. Please notify this office of any change)

NAME OF PARENT OR GUARDIAN _____

ADDRESS OF PARENT OR GUARDIAN _____
(Street) (City) (State)

COMPANY FOR WHICH YOU WORK _____

DEPARTMENT OR DIVISION _____

DATE STARTED AND DATE COMPLETED WORK PERIOD _____
(check calendar on bulletin board)

RATE OF PAY _____

ADDRESS AT WORK (RESIDENCE) _____
(Number and Street) (City) (State)

My experiences this quarter ( ) were / ( ) were not helpful toward reaching my career goals.

GIVE A BRIEF DESCRIPTION OF YOUR DUTIES DURING THE PAST WORK PERIOD:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## APPENDIX D. RAP COORDINATOR COMMENTS

## APPENDIX D1. EAP COORDINATOR COMMENTS

E. S. MORREN, ADMINISTRATOR
CORPORATE EMPLOYEE ASSISTANCE PROGRAM, PITTSBURGH

Employee Assistance Program

APPENDIX D1. EAP COORDINATOR COMMENTS
( E. S. MORREN )

From: E. S. MORREN
PITTSBURGH OFFICE - 158WPH

To: W. J. PERRYMAN
ATLANTA SALES

1984 MAY 16

RE: A COOPERATIVE PLAN
REF: Your Letter Dated 1984 April 24

In reference to the above, Bill, I just want to follow up on our conversation and make a comment.

First of all, I think it's a super advanced line of thinking and I hope it becomes a reality soon.

There is one caution I'd like to call to your attention--the area of interns either conducting or participating in client handling. My concerns are these:

- Confidentiality: We (the Program) would have difficulty in continuing to assure this.
- Disruption in treatment continuity: As you well know, it takes a long time to establish a comfort zone between counselor and client. Since the interns are on/off in alternate semesters, my concern is for the client--how will this affect his/her treatment?
- Legal issues: Is the liability different for students vs our own employees as counselors/assessors etc? Something to consider.
- Program credibility: My major concern! I'm concerned over the perception by employees and clients of having "students" handle their (employees') personal problems. It took a long time to establish the credibility we now enjoy and I am "nervous" over the prospect of jeopardizing this key element in our Program. These students will come and go.

I may be too sensitive to these concerns, but if there is any reality in any one of them, I feel it could seriously damage not only our Program, but also the chances for success of the excellent program that would benefit student and industry so tremendously.

Good Luck!

Elke

ELKE S. MORREN, ADMINISTRATOR
CORPORATE EMPLOYEE ASSISTANCE PROGRAM, PITTSBURGH

ESM:djl

ALCOA

## APPENDIX D2. EAP COORDINATOR COMMENTS

D. C. SMITH, COORDINATOR, PITTSBURGH REGION
CORPORATE EMPLOYEE ASSISTANCE PROGRAM

APPENDIX D2 EAP COORDINATOR COMMENTS
( D. C. SMITH )

From: D. C. SMITH
PITTSBURGH OFFICE - 158WPH

To: W. J. PERRYMAN
ATLANTA SALES

1984 MAY 11

RE: YOUR LETTER DATED 1984 APRIL 24
REF: A Cooperative Plan

In response to your letter, let me reaffirm my position that such an arrangement is an excellent idea and far more useful than our current approach to internships. I will comment on each section for which you solicited opinions.

The Program In General - I would suggest a Plan be implemented with Graduate Schools on a regional basis, thereby providing our locations with students in reasonable geographic proximity and perhaps cut down on travel expenses. Each major Alcoa EAP would be responsible for the relationship with its "adopted" school with overall coordination by the Corporate EAP Manager. Salary, to ease the necessity for constant recalculating and geographical cost disparities, should be based on a percentage of a coordinator's salary range. I strongly recommend we seek other types of Graduate Schools to participate as well (e.g. Psychology, HR Management, MBA). This would expand the influence of our effort to other disciplines and bring us students with varying viewpoints, ideas etc.

Needs Assessment - Fortunately, and unfortunately, EAP is a far more dynamic and complicated discipline. The day when a good counseling type with direct or indirect experience with alcoholism could hold together a good program is rapidly coming to an end. Those who wish to enter the field now must be counselor, manager, planner, and politician all wrapped up into one. This kind of internship may be the only way to adequately prepare someone for entry, especially if they have no prior work experience.

Job Description - I recommend you segment an actual coordinator/manager job description to match the three-year period as follows:

Year One - Counseling, Referral, and Follow-Up
Year Two - Administration, Training
Year Three - Corporate Dynamics, HR Management, Fiscal and Program Planning

I hope my comments are helpful, but everyone knows that soon to be MSW's already think they know everything. Us psychologists not only think we know everything, but invented it.

Dan

DANIEL C. SMITH
COORDINATOR - PITTSBURGH REGION
CORPORATE EMPLOYEE ASSISTANCE PROGRAM

DCS:djl

## APPENDIX D3. EAP COORDINATOR COMMENTS

R. J. SHARPSTEN, ADMINISTRATOR - EAP/TRAINING
MASSENA OPERATIONS

APPENDIX D3. EAP COORDINATOR COMMENTS
(R. J. SHARPSTEN)

1984 May 21

Mr. W. J. Perryman
Manager Corporate EAP
Aluminum Company of America
Alcoa Building
Pittsburgh, PA. 15219

RE: A COOPERATIVE PLAN
Ref.: Letter W. J. Perryman to R. J. Sharpsten dated 1984 April 24

Dear Mr. Perryman:

The program, as you've outlined it, appears sound and will meet a very real need for establishing effective industrial EAP's. In dealing with service providers in related fields (treatment center, community resources, etc.,) I have noted an amazing lack of knowledge regarding basic industrial systems, needs and operating mode. These factors are most difficult to cover in a purely academic environment and a "Cooperative Plan" seems the only answer.

In considering the content for such a "Cooperative Plan", I see at least five major areas that ought to be included:

1. Understanding of the work environment;
2. Determination of needs;
3. Development of communications and training;
4. Evaluation of Resources;
5. Counseling skills and treatment plan development.

I will comment on each of these briefly to give you some ideas of what they should encompass.

1. Understanding of the work environment

In order to be effective, an EAP Coordinator should have first-hand experience from a worker's point of view. Since a good deal of the potential clients come from the hourly ranks, some experience in this area should be primary. A minimum of three weeks' and preferable five weeks' assignment on factory floor work is recommended. The first two weeks of such assignment will likely be of little benefit since it will take nearly this long to develop a peer relationship with the assigned work group. If the industry involved has a rotating shift or continuous shift operation, so much the better. An assignment in this area will be preferable. As much as we like to think all shifts operate equally, the plain truth is they don't. In addition, shift work poses some needs for adjustments in lifestyle which should be experienced.

If the industrial location has a Union, contract language and interaction procedures between Company and Union should be reviewed. The aims and principles of Unions should be solicited. At least a half-day work session with the Union President and/or Business Agent should be sought. Of the major reasons for EAP failures, I would expect Union opposition to be most prevalent. It is important that a strive for "jointness" be maintained.

2. Determination of needs

In each industrial setting the needs of the employees will vary. No two locations even within the same corporation will exhibit identical needs. The structure and direction of the EAP should be designed to meet the needs of the population it is expected to serve. These needs are best assessed through the work experience and dialogue with Union and Management personnel.

3. Development of Communications and Training

Communications and training go hand-in-hand in a progression of awareness. The initial step is a "general awareness" for the benefit of all employees as well as family members. Information in this phase ought to be brief, factual and specific. Many different vehicles for this information should be considered (in-house publication, news media, distribution bulletins, posters, letter to the homes, etc.).

The second phase is "special awareness" for supervisors and Union shop stewards. These people deal with identifying and confronting trouble employees. In order to prepare them to handle early detection on an effective basis, a training program covering these points should be developed or refined to assure proper techniques are applied. In addition, followup training should be developed to reinforce the initial training.

4. Evaluation of resources

With the recognition that industry is becoming more involved in establishing and operating EAP's, there seems to be no limit to new offers of service providers. Unfortunately, their are some good ones and some bad ones. Training through actual evaluation interviews should be obtained. As a minimum, I would expect this to include a complete evaluation of a treatment facility, evaluation of a community resource (mental health, substance abuse center or similar) and the evaluation of at least four other resources either private counselors, corporation or self help groups.

Everyone interested in the EAP field should be familiar and active in AA and/or Alnon circles. Attendance at one or both meetings should be mandatory during cooperative training. It was amazing to me the number of people expressing interest in the EAP field while attending the Rutgers Summer School of Alcohol Studies who had never been to an AA meeting.

5. Counseling skills and treatment plan development

Even though an EAP person may not be doing counseling per se, it is imperative that they have good communication skills for best assisting their clients. While we can learn the techniques, they need to practice in order to be reinforced and personalized. While it is true that we should not attempt a diagnosis, a preliminary diagnosis is frequently needed in order to effectively develop a treatment plan. Treatment in this sense involves a direction to pursue for professional assistance as opposed to prescribing a remedy to correct a condition.

In addition to the above, the paraprofessional should become acquainted with the administrative duties of an EAP coordinator. Record keeping regarding client information and the confidential aspects of such data is critical. Additional files and records, such as resource information, training status, and technical support information, must be handled effectively.

Also, an important consideration is a full familiarization with the terms and extent of coverage on any insurance coverage which the company or employee carried. The EAP coordinator is expected to assist the client in determining what is covered and what is not, for this can have an important bearing on selection of any help resource.

I hope the above thoughts will be helpful to you in developing a meaningful "Cooperative Plan".

Respectfully,

Dick

Richard J. Sharpsten
Administrator - EAP/Training
Aluminum Company of America
Massena Operations

RJS:kdm

## APPENDIX D4. EAP COORDINATOR'S COMMENTS

N. N. SCHILLER, M.S.
COORDINATOR, ROCKDALE WORKS
EMPLOYEE ASSISTANCE PROGRAM

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1984 May 21

Mr. W. J. Perryman, Manager
Aluminum Company of America
Corporate EAP
530 William Penn Place
P. O. Box 104
Pittsburgh, Pa. 15219

Dear Bill:

In response to your request for feedback regarding the proposed co-operative plan for students interested in Occupational Programs, I submit the following:

1) The program as outlined in general looks good.

2) Needs assessment:

   a) Industry - As John Naisbitt pointed out in Megatrends, industry in the American society is changing. More and more emphasis will be placed on intellectual/humanistic needs of our workforce. As technology advances and the workforce decreases the demand to keep experienced employees will grow. More emphasis will be placed on the human resources aspect of industry which includes Employee Assistance Programs.

   b) Students - There will be a continuing need for first-hand experience in the field. The finesse that is developed in any profession comes only from direct experience. Providing a structured, supervised environment allows for constructive criticism to students.

3) Job Description - I hesitate to formulate a job description since this could vary from location to location. I would like to see a co-operative plan that included not only rotation or "internships" in an industrial setting but also in an out-patient/in-patient mental health treatment facility. Ideally, each student could benefit tremendously from participating in a 28-day in-patient program for chemical abuse.

Overall, the field is growing as are the needs. A broad brush approach is only the beginning of the potential an Employee Assistance Program could have. Through analysis of Employee Assistance Programs, EAP personnel could eventually provide general feedback to plants, areas of concern, training needs, etc.

Good luck with the paper. Would enjoy discussing this with you further, expecially the future aspects.

Sincerely,

Monica M. Schiller

MONICA M. SCHILLER, M.S.
Employee Assistance Program Coordinator
Rockdale Works

MMS:sr

# REFERENCES

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